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AUTHOR Ripley, William K.; Arredondo, Trish
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ABSTRACT

Materials contained in this instructional module are designed to assist the classroom teacher in developing a learning activity package (LAP), a self-contained unit of work designed to meet the students' needs on an individual basis. Five enabling objectives of the module are the following: (1) Correctly construct a goal statement, including behavioral, psychological, and program components, (2) correctly construct a specific objective, including the three components, (3) define each of the following as they relate to a lesson plan: Goal, specific objectives, activities, pretest, and posttest, (4) given an instructional goal, develop in writing a LAP complete with goal, specific objectives, activities, pretest, and posttest, and (5) given classroom problem situations involving individualized instruction, identify possible solutions. The format of the module is to present pre-assessment for each enabling element and then present activities designed to achieve the enabling element. Post-assessment activities conclude the module activities. Answer keys for selected study questions and for post-assessment are included. (TA)

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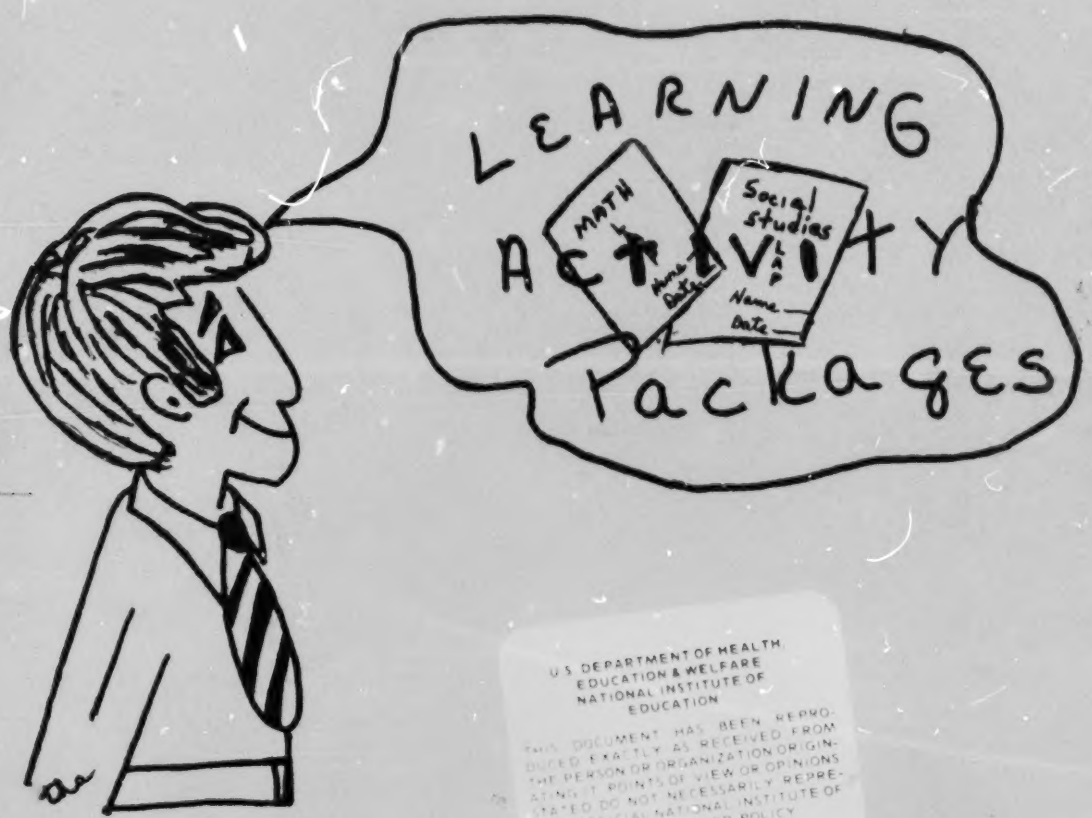
A TRAINING MODULE

DEVELOPING A LEARNING ACTIVITY PACKAGE



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PREPARED BY:

WILLIAM K. RIPLEY

AND

TRISH ARREDONDO

ORANGE COUNTY
CAREER DEVELOPMENT PROGRAM

410 Woods Avenue

Orlando, Florida 32805

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PROSPECTUS

PREFACE

In recent years the trend toward individualized instruction in education has gained momentum. One method of implementing individualized instruction is the "Learning Activity Package" or "LAP," a self-contained unit of work designed to meet the students' needs on an individual basis.

This instructional module is designed to assist you, the classroom teacher, in developing a Learning Activity Package.

Upon completion of this module, you will be able to

1. correctly construct a goal statement, including the three major components.

2. correctly construct a specific objective, including the three major components.

3. define each of the following as they relate to a lesson plan: goal, specific objectives, activities, pretest and post test.

4. given an instructional goal, develop in writing a learning activity package complete with goal, specific objectives, activities, pretest and post test.

5. given classroom problem situations involving individualized instruction, identify possible solutions.

MODULE DIRECTIONS

This module is separated into five enabling elements, each of which includes a pre-assessment.

The module is individualized; that is, the learner may work at his own speed, spending more time in areas in which he is weak and less in areas in which he is strong.

Each module contains study questions. Answers for these questions are provided on pages 96-99 of this module.

The learner should check with the trainer if assistance is needed.

A score of 80% on the post-assessment is necessary for successful completion of this module.

GENERAL OBJECTIVE

You can generate, in writing, a learning activity package.

SPECIFIC OBJECTIVES

You will:

1. correctly construct a goal statement, including the three major components.

2. correctly construct a specific objective, including the three major components.

3. define each of the following as they relate to a learning activity package: goal, specific objectives, activities, pretest and post test.

4. given an instructional goal, develop in writing a learning activity package complete with goal, specific objectives, activities, pretest and post test.

5. given classroom problem situations involving individualized instruction, identify possible solutions.

PRE-ASSESSMENT AND DIAGNOSTIC SELF-TESTS

ENABLING ELEMENT NO. I

GOAL STATEMENTS

DIRECTIONS

On this page are four questions which cover the objectives of this module. After completing the test items for an enabling element, check your answers with those provided in the answer sheet on page 5 of this module.

Identify each of the following goals as either appropriate (A) or inappropriate (I) by circling the correct letter. For each goal you select as inappropriate, rewrite the statement so that it is appropriate.

A or I 1. To develop the necessary skills for adding mixed numbers.

A or I 2. To assist the student in gaining the necessary skills for reconditioning a four cycle engine.

A or I 3. To develop in the Occupational Specialist an awareness of the relationship between a counselor and counselee.

A or I 4. To assist in developing the ability to subtract.

ANSWER SHEET FOR ENABLING ELEMENT NO. I

QUESTION	CORRECT ANSWER
1.	I
2.	A
3.	A
4.	I

#1, rewritten: To develop in the student the necessary skills for adding mixed numbers.

#4, rewritten: To assist the student in developing the ability to subtract fractions.

INTERPRETATION

If you correctly answered all four questions, it is not necessary that you complete Enabling Element I, though it will reinforce your skills in this area.

If you did not correctly answer all four questions, you should complete Enabling Element I.

ENABLING ELEMENT NO. I

OBJECTIVE

The objective of this enabling element is: "You will correctly construct a goal statement, including the three major components."

In order to meet this objective, you should complete the following activity.

INSTRUCTIONAL ACTIVITY

1. Read and study "Goals," pages 7 through 9 of this module.
   Complete the study questions on pages 10 through 13 of this module.

"GOALS"

GOAL

A statement of general instructional intent.

A correctly written goal must contain the following three components.

A. The behavioral domain or area - reflects the type of behavior that is being requested of the learner.

   Example: to add; to recognize; to become aware of; to develop an appreciation for; to generate.

B. The psychological object(s) involved - refers to the recipient or learner.

   Example: student; teacher; occupational specialist.

C. The program variable - refers to that aspect of the curriculum to which the student is being exposed.

   Example: whole numbers; sentence structure, the American Heritage.

The competency to which this module refers is "developing a job entry, individualized curriculum." If we were to rewrite this as a goal statement, it might read like this: "To develop in the Vocational Teacher the ability to write a job entry, individualized curriculum." In this goal, the

behavioral domain or area would be "to write" the

psychological object(s) involved would be "Vocational Teacher" and the

program variable would be "a job entry, individualized curriculum."

The goal, "To assist the ninth grade student in learning to multiply fractions" would have the following components:

behavioral domain or area - multiply

psychological object(s) involved - ninth grade students

program variable - fractions

A goal, then, must be written so that it states the type of behavior (behavioral domain or area) that is being requested of the learner (psychological object(s) involved) on a particular concept (program variable).

EXAMPLES

b.d. - behavioral domain or area

p.o. - psychological object(s) involved

p.v. - program variable

1. To improve the (motor skill abilities) in (physical fitness) of the (student).
   b.d. p.v. p.o.

2. To develop in the (student) the ability to (operate) (power driven saws).
   p.o. b.d. p.v.

3. To develop in the (student) an (appreciation) for (Democracy as a form of government).
   p.o. b.d. p.v.

4. To assist the (student) in learning to (recognize) (incorrect sentence structure).
   p.o. b.d. p.v.

5. To develop in the (teacher) the ability to (relate) with the (disadvantaged child).
   p.o. b.d. p.v.

6. To develop in the (elementary child) (p.o.) an (awareness) (b.d.) of (selling as a career) (p.v.).

7. To develop in the (math student) (p.o.) the skills required for (computing) (b.d.) (three dimensional problems in volume) (p.v.).

Goals

A goal states type of behavior (behavioral domain) that is being requested of the learner (psychological object) involved in a particular concept (program variable).

Example:

To develop in the student (psychological object) an appreciation (behavioral domain) for Democracy as a form of government. (program variable)

STUDY QUESTIONS ACTIVITY I

ENABLING ELEMENT I

I. For each goal, label its components, using the given abbreviations.

b.d. - behavior domain

p.o. - psychological object(s)

p.v. - program variable

A. To assist the (health occupations student) in learning to (identify) the different (types of blood).

B. To develop in the (Occupationa. Specialist) the ability to (secure) adequate (job placements for students).

C. To improve the (student's) ability to (divide) (whole numbers).

D. To develop in the (teacher) the necessary skills for (writing) valid (test questions).

E. To assist the (student) in learning how to

(identify and use) basic (small hand tools).

II. For each goal, identify its components by filling in the blanks.

A. Tc develop in the auto mechanic the ability to utilize modern tuning techniques.

1. behavior domain _____

2. psychological object(s) _____

3. program variable _____

B. To assist the food service student in learning how to read a recipe.

1. behavior domain _____

2. psychological object(s) _____

3. program variable _____

C. To familiarize the teacher with the fundamentals of grading tests.

1. behavior domain _____

2. psychological object(s) _____

3. program variable _____

D. To develop in the student the ability to recognize proper nouns.

1. behavior domain _____

2. psychological object(s) _____

3. program variable _____

E. To develop in elementary students the awareness, knowledge and appreciation of the career of a police worker.

1. behavior domain _____

2. psychological object(s) _____

3. program variable _____

III. For each of the following concepts, write a goal statement. Use the space provided.

A. teaching students to write whole numbers

Goal Statement:

B. teaching Occupational Specialists to assess guidance services

Goal Statement:

C. instructing elementary students about careers in mechanics

Goal Statement:

D. teaching salesmen about new sales techniques

Goal Statement:

E. instructing teachers in utilizing positive classroom techiniques

Goal Statement:

IV. For each goal written in question III, identify the behavior domain or area, psychological object(s) and program variable.

A. behavior domain or area _____

psychological object(s) _____

program variable _____

B. behavior domain or area _____

psychological object(s) _____

program variable _____

C. behavior domain or area _____

psychological object(s) _____

program variable _____

D. behavior domain or area _____

psychological object(s) _____

program variable _____

E. behavior domain or area _____

psychological object(s) _____

program variable _____

PRE-ASSESSMENT AND DIAGNOSTIC SELF-TESTS

ENABLING ELEMENT NO. II

SPECIFIC OBJECTIVES

Identify each of the following specific objectives as either appropriate (A) or inappropriate (I) by circling the correct letter. For each specific objective you select as inappropriate, rewrite the statement so that it is appropriate. Check your answers with those provided on the next page.

A or I 5. The student will correctly spell, in writing a given list of words.

A or I 6. Each student will demonstrate the ability to add and subtract whole numbers by completing a shipping invoice with no more than five errors.

A or I 7. The student will understand woodworking vocabulary.

A or I 8. The student will list, in writing, five ways that the dairy industry helps the community.

ANSWER SHEET FOR ENABLING ELEMENT NO. II

QUESTION	CORRECT ANSWER
5.	I
6.	A
7.	I
8.	A

#5, rewritten: The student will correctly spell, in writing, a given list of words with 75% accuracy.

#7 rewritten: The student will define, in writing, a given list of woodworking vocabulary words with 85% accuracy.

INTERPRETATION

If you correctly answered all four questions, it is not necessary that you complete Enabling Element II, though it will reinforce your skills in this area.

If you did not correctly answer all four questions, you should complete Enabling Element II.

ENABLING ELEMENT NO. II

OBJECTIVE

The objective of this enabling element is: "You will correctly construct a specific objective, including the three major components."

INSTRUCTIONAL ACTIVITIES (to be completed in sequence)

Activity No. 1 - Read and study "The Components of a Specific Objective," pages 17 through 19 of this module. Then complete the study questions on pages 20 through 22 of this module.

Activity No. 2 - Read and study "Measurable and Observable Verbs," page 23 of this module. Complete the study questions on pages 24 through 25 of this module.

OPTIONAL INSTRUCTIONAL ACTIVITY

Read and study any or all of the following for reinforcement in writing behavioral objectives.

1. Developing Performance Objectives, Bureau of Research and Evaluation, Division of Vocational, Technical and Adult Education.
2. Preparing Instructional Objectives, Robert F. Mager
3. Using Performance Objectives, Thorwald Esbensen

THE COMPONENTS OF A SPECIFIC OBJECTIVE

SPECIFIC OBJECTIVE

A statement of exact instructional intent.

A well written specific objective must have three components.

A. Expected student behavior - usually determined by a verb - must be measurable and observable.

B. Conditions under which the behavior will occur - time limit, equipment or resources needed may be specified.

C. Criteria by which acceptable behavior will be measured - states the minimum degree of student performance.

In the specific objective, "The Vocational Teacher will, given a specific objective, identify in writing its three major components with 100% accuracy," the expected student behavior is "identify in writing the three major components (of a behavioral objective)," the condition under which the behavior will occur is "given a behavioral objective" and the criteria is "with 100% accuracy." This is an exact statement of instructional intent in that there is no room for discrepency; the objective states exactly what is expected of the learner.

EXAMPLES

1. The student will, using a prepared list, match woodworking vocabulary with correct definitions with 80% accuracy.

   student behavior - match woodworking vocabulary with correct definitions

   condition - using a prepared list

   criteria - with 80% accuracy

2. The student will correctly spell, in writing, a given list of words with 90% accuracy.

   student behavior - spell in writing (a given list of words)

   condition - given list of words

   criteria - with 90% accuracy

3. The student will demonstrate the ability to add and subtract whole numbers by computing a given number of teacher selected problems with 95% accuracy.

   student behavior - add and subtract whole numbers

   condition - given number of teacher selected problems

   criteria - with 95% accuracy

4. The student will write one objective in behavioral terms, including the expected student behavior, specific conditions under which the expected behavior will occur and criteria by which the expected behavior will be measured.

   student behavior - write one objective in behavioral terms

   condition - including the expected student behavior, specific conditions under which the expected behavior will occur and by which the expected behavior will be measured

   criteria - with no errors

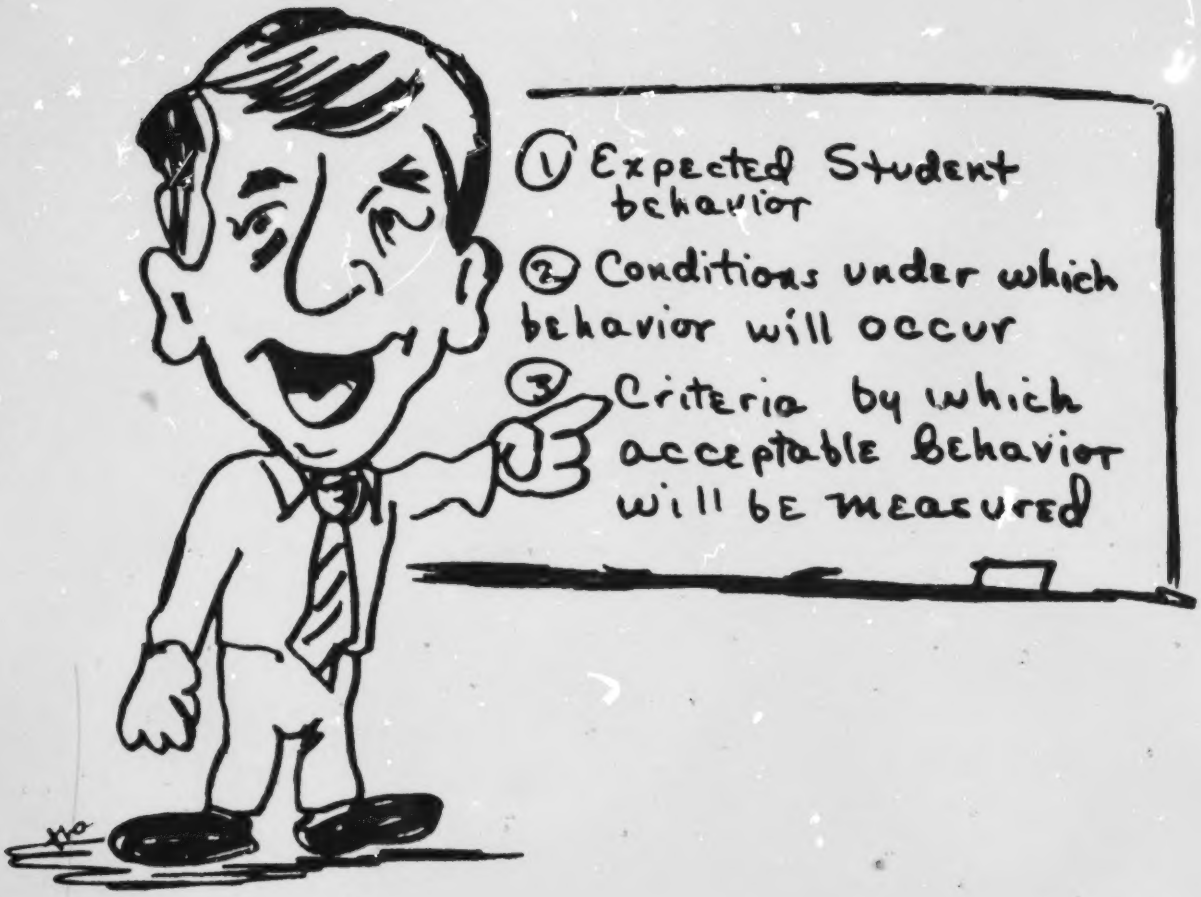
5. The student will orally list the job duties of eight workers in the dairy industry with 80% accuracy.

   student behavior - orally list the job duties of eight workers in the dairy industry

condition - none are stated -
if the behavioral objective is a part of a lesson plan, many times the conditions are implicit within the lesson plan and in particular, the activities. This is acceptable, especially when alternate activities are offered. The secret to omitting the "conditions component" lies in the answer to the question "Is the objective explicit and exact without stating the conditions?"

criteria - with 80% accuracy.

Specific Objective -
has these 3 components --


① Expected Student behavior
② Conditions under which behavior will occur
③ Criteria by which acceptable behavior will be measured

Example:

The student will, (condition: using a prepared list,) (student behavior: match woodworking vocabulary with correct definitions) (criteria: with 80% accuracy.)

STUDY QUESTIONS, ACTIVITY 1

ENABLINC ELEMENT II

I. For each specific objective below, identify each of its three major components by filling in the blanks.

a. The student will, given a word l st, match each word with its definition with no more than 3 errors.

expected student behavior _____

_____

conditions _____

_____

criteria _____

_____

b. The student will list 5 duties of a police officer with 80% accuracy.

expected student behavior _____

_____

conditons _____

_____

criteria _____

_____

c. The student will spell in writing a given list of words with 80% accuracy.

expected student behavior _____

_____

conditions _____

_____

criteria _____

_____

d. The student will, given a list of job activities and positions, match each activity with the correct position with 95% accuracy.

expected student behavior _____

_____

conditions _____

_____

criteria _____

_____

e. The student will list 5 situations in which a police officer would be needed.

expected student behavior _____

_____

conditions _____

_____

criteria (be careful) _____

_____

II. Identify each of the following specific objectives as either appropriate (A) or inappropriate (I) by circling the correct letter. For each behavioral objective you select as inappropriate, rewrite the statement so it is appropriate.

A or I a. The student will spell a list of words.

A or I b. The student will, given ten sentences, identify without error those which are incorrectly structured.

A or I c. The student will divide fractions.

A or I d. Given a list of verbs, the Occupational Specialist will identify at least ten verbs which are measurable.

A or I e. Given a blank U.S. map, the student will label the states.

"MEASURABLE AND OBSERVABLE VERBS"

In activity 1, the three components of a correctly written specific objective were discussed. The first of these components, expected student behavior, usually causes the greatest concern. The primary reason for this concern is the selection of a measurable and/or observable verb. Remember, the verb must be explicit in that it describes in exact terms what type of measurable and/or observable behavior is expected of the learner.

One verb which is often, but incorrectly used, is "understand." How can we measure or observe that a student "understands" a particular concept? The objective, "The student will understand the philosophy of democracy" is vague - it is not measurable or observable. "The student will list the ten major points of the philosophy of democracy, without error" deals with the same concept, but is explicit; it is measurable (if he lists ten, then the student meets the objective) and it can be observed.

Other examples of vague and unacceptable behavior verbs are:

know	appreciate	enjoy
have faith in	be aware of	like

Some examples of explicit and acceptable behavior verbs are:

write	identify	solve
list	recite	compute
construct	illustrate	name
tabulate		

In selecting a behavior verb, if it passes the test "Can I measure or observe it?", then it is acceptable. If it cannot, then it is unacceptable.

Measurable and Observable Verbs

In selecting a behavior verb, if it passes the test "Can I measure or observe it?," then it is acceptable. If it cannot, then it is unacceptable.

STUDY QUESTIONS, ACTIVITY 2

ENABLING ELEMENT II

I. Below are listed a number of verbs. Circle those which would be acceptable behavior verbs for a specific objective.

a.	list	k.	match
b.	know	l.	compute
c.	write	m.	agrees with
d.	label	n.	be aware of
e.	identify	o.	construct
f.	appreciate	p.	solve
g.	have knowledge of	q.	illustrate
h.	name	r.	like
i.	understand	s.	enjoy
j.	sees value in	t.	outline

II. Identify each of the following specific objectives as either appropriate (A) or inappropriate (I) by circling the correct letter. For each specific objective you select as inappropriate, rewrite the statement so it is acceptable.

A or I a. The student will, given a list of terms related to government, be aware of their significance.

A or I b. The Occupational Specialist will, given a list of behavioral objectives, label each as appropriate or inappropriate without error.

A or I c. The student will appreciate the value of first aid training with 75% accuracy.

A or I d. The student will identify without error the type of government for each of a given list of countries.

A or I e. The student will compute without error a given number of algebraic equations.

A or I f. Given a ruler, the student will know each of the major divisions.

A or I g. The student will, given a list of driving habits, identify those which are safe without error.

PRE-ASSESSMENT AND DIAGNOSTIC SELF-TESTS

ENABLING ELEMENT III

THE COMPONENTS OF A LAP

DIRECTIONS:

For each question, select the best answer by writing the corresponding letter in the space provided. Check your answers with those provided on page 28.

( ) 9. In a LAP, for each specific objective there must be at least one corresponding _____.

a. goal
b. activity
c. post test question
d. a and b only
e. b and c only
f. a, b and c

( ) 10. In a LAP, each activity must be related to a _____.

a. goal
b. specific objective
c. pretest question
d. a and b only
e. b and c only
f. a, b and c

( ) 11. In a LAP, each post test question must be related to a _____.

a. goal
b. specific objective
c. activity
d. a and b only
e. b and c only
f. a, b and c

( ) 12. A written LAP must have which of the following components?

a. goal
b. ideas
c. specific objectives
d. activities
e. post test
f. a, b, c, d and e
g. a, c, d and e only
h. c and d only
i. c, d and e only

ANSWER SHEET FOR ENABLING ELEMENT III

QUESTION	CORRECT ANSWER
9.	e
10.	b
11.	b
12.	g

INTERPRETATION

If you correctly answered all 4 questions, it is not necessary that you complete Enabling Element III, though it will reinforce your skills in this area.

If you did not correctly answer all 4 questions, you should complete Enabling Element III.

ENABLING ELEMENT III

OBJECTIVE

The objective of this enabling element is: "You will define each of the following as they relate to a learning activity package: goal, specific objective, activity, pretest, post test."

INSTRUCTIONAL ACTIVITY

Activity 1. Read and study "LAPs," pages 30 and 31 of this module. Complete the study questions on pages 32 and 33 of this module.

"LAPS"

A well developed LAP has five major components. Secondary elements may be included and will be discussed in Enabling Element IV.

The five major components of a LAP are goal, specific objectives, activities, pretest and post test and are defined as follows.

goal: statement of general instructional intent.

specific objectives: statements of exact instructional intent

activities: the actual things a student must do in order to meet the stated objectives.

pretest: a test administered to the student before beginning the LAP to determine if he already has the skills taught by the LAP. Correct and continuous utilization of this component is absolutely necessary for a program which is to be individualized.

post test: a test administered after completion of the LAP to determine if the student has met the stated objectives.

Not only must these five elements be included in a well developed LAP, they also must relate to each other. They act together, not separately, to form a LAP. Their relationship may be described as follows:

goal: acts as the "point of departure" for developing the LAP. As defined, it is the general instructional intent.

specific objectives: derived from the goal, they bring into focus exactly what is expected of the student. They state what the learner must accomplish in order to meet the stated goal. For each specific objective there

must be at least one corresponding activity and at least one corresponding pretest question and one corresponding post test question.

activities: this component will be discussed more fully in Enabling Element IV. It is important to remember that every activity must relate back to a specific objective.

pretest and post test: these components will also be discussed more fully in Enabling Element IV. Every pretest and post test question must, however, relate back to a specific objective. The questions must also test the same student behavior stated in the specific objective.

STUDY QUESTIONS, ACTIVITY 1

ENABLING ELEMENT III

Identify each of the following questions as either true (T) or false (F) by circling the correct letter. For any questions you select as false, reword the statement so it becomes true. Check your answers with those provided on pages 96-99 of this module.

T or F 1. Goals are statements of general instructional intent.

T or F 2. Specific objectives are derived from the activities.

T or F 3. For each goal in a LAP, there must be at least one corresponding activity.

T or F 4. Activities are the actual things a student must do in order to meet the stated specific objectives.

T or F 5. For each specific objective there must be at least one corresponding pretest question and one corresponding post test question.

T or F 6. The post test is a test administered after completion of the LAP to determine if the student has met the stated objectives.

T or F 7. In a well developed LAP, each of the five major components interact.

T or F 8. The activities act as the "point of departure" for a LAP.

T or F 9. A post test question may request a different type of student behavior than that stated in the corresponding specific objective.

T or F 10. Specific objectives are statements of exact instructional intent.

PRE-ASSESSMENT AND DIAGNOSTIC SELF-TEST

ENABLING ELEMENT IV

"Writing the Lap"

For each question, select the best answer by writing the corresponding letter in the space provided. Check your answers with those provided on page 36 of this module.

( ) 13. In a true evaluation, each test question must correspond to

a. the goal
b. a specific objective
c. an activity
d. all of the above
e. none of the above

( ) 14. Student retention rate would be higher from

a. listening to a lecture
b. seeing and listening to a film
c. seeing a non-audio film
d. reading a story

( ) 15. In writing a pre or post test, which of the guidelines listed below should be followed?

a. total utilization of test questions which require total recall should be avoided.
b. lengthy tests in terms of time should be avoided
c. "trick" questions should be used as they help the student stay "on-their-toes"
d. a and b only
e. a and c only
f. b and c only
g. a, b and c

( ) 16. In selecting and writing activities for students to complete, which of the guidelines listed below should be followed?

a. have the students do a lot of reading and writing
b. get the students involved in hands-on and discussion activities

c. offer a variety of activities which reach multiple learning modes
d. a and b only
e. a and c only
f. b and c only
g. a, b and c

ANSWER SHEET FOR ENABLING ELEMENT IV

QUESTION	CORRECT ANSWER
13.	b
14.	b
15.	f
16.	d

INTERPRETATION

If you correctly answered all 4 questions, it is not necessary that you complete activities 1, 2 and 3 in Enabling Element IV, though they will reinforce your skills in this area. Activity 4 must be completed, as it is an experience activity.

If you did not correctly answer all 4 questions, you should complete all of Enabling Element IV.

ENABLING ELEMENT IV

OBJECTIVE

The objective of this enabling element is: "You will, given an instructional goal, develop, in writing, a learning activity package."

In order to meet this objective, you should complete each of the following activities, in sequence.

INSTRUCTIONAL ACTIVITIES

Activity 1. Read and study, "Activities," pages 38 through 40 of this module.

Activity 2. Read and study, "Evaluation," page 41 of this module.

Activity 3. Complete the study questions, "Activities and Evaluation," pages 42 and 43.

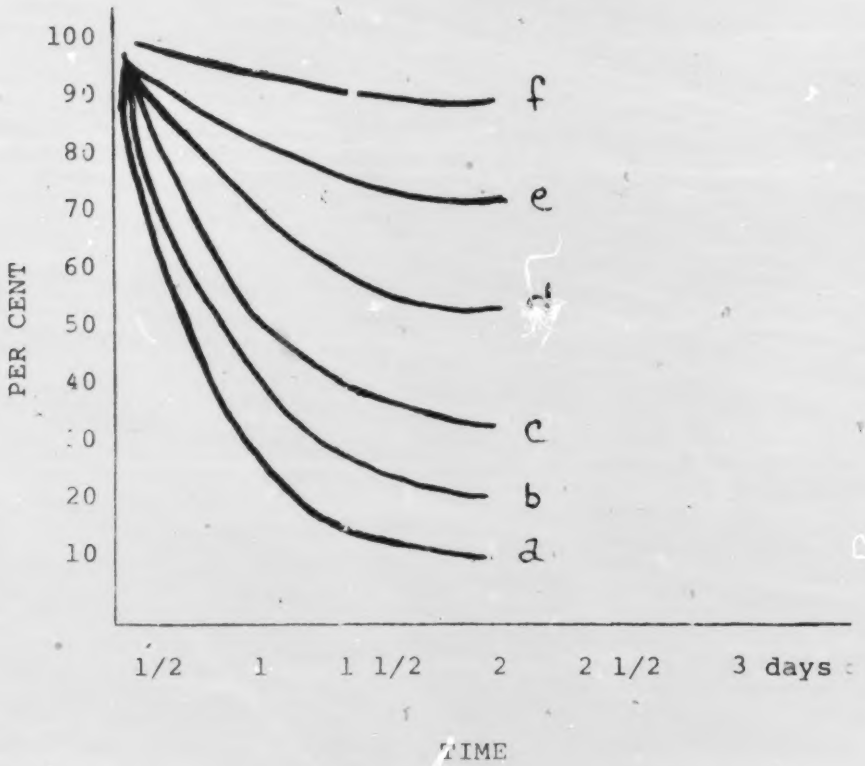
Activity 4. Complete the experience activity, "Steps in Writing a Learning Activity Package, pages 44 to 82 of this module. Check with inservice trainer.

"ACTIVITIES"

Of the five major components of a LAP, the activities will most likely determine the success or failure of the LAP. Expose the students to "cut and dried" activities, and the LAP will probably be a flop. Provide meaningful, exciting and varied activities, and a high degree of the learners will meet the stated specific objectives.

The graph below illustrates this point.

RENTENTION RATE OF STUDENTS



The above graph depicts the retention rate of students as it relates to time and teaching techniques. The following observations may be made:

TEACHING OR LEARNING TECHNIQUE	RETENTION AT THE END OF THREE DAYS
a. student reads	10%
b. student hears (lecture, tape, etc.)	20%
c. student sees (demonstration, non-audio film)	30%
d. student sees and hears (audio film, demonstration, etc.)	50%
e. student says something (discussion)	70%
f. student says something while he is doing something (high activity, a hands-on type teaching technique)	90%

CONCLUSIONS

a, b, c, and d are all passive learning situations.
e and f are active learning situations.

SOURCE: Mr. Martin Broadwell, Staff Engineering Training Supervisor, Southern Bell Telephone and Telegraph Company

The following list of activities have been used with various degrees of success by teachers in career education classrooms. They are rated by a selected group of elementary teachers, with the most successful activity listed first, the least successful last.

1. Hands-on activities
2. Film and record
3. Construction activities
4. Film/video tapes/tapes
5. Resource person
6. Role playing
7. Field trip
8. Film loop
9. Television production
10. Discussion
11. Slides (narration by teacher)
12. Drama or program for parents
13. Game playing
14. Songs
15. Bulletin Boards
16. Thank you letters

17. Reading related topics in books, magazines, etc.
18. Creative activities in writing
19. Collecting pictures or newspaper articles
20. Record
21. Write reports

Comparing these activities with the retention graph, it is obvious that the teachers usually rated activities high which also rated well in the retention graph. For instance, both the teachers and the graph ranked hands-on activities as the most successful, whereas reading related topics was rated low in both cases.

This does not necessarily indicate that "reading, writing and listening" type activities should be discarded. Rather, the methods should be varied so that the students' senses of learning will be totally reached.

One effective method involving reading and writing is to incorporate a "study sheet," "worksheet," or "study questions" within the LAP. For example, an activity might read, "complete the worksheet on page 3 of this package." The corresponding worksheet may be a crossword puzzle of related terms, fill in the blanks or matching activity, picture identification, study questions related to a reading or audio-visual assignment, etc.

Meaningful, Exciting and Varied Activities

"Hands-on" activities rate as most successful when teaching students.

"EVALUATION"

The technique of writing valid test questions requires a great deal of training and experience. No attempt will be made at this point to provide an indepth analysis of constructing test questions. Rather, it is important that the relationship of the evaluation and the specific objectives be fully understood.

Utilization of the following guidelines will help avoid many common pitfalls.

1. For each specific objective, there must be at least one corresponding pretest question and one corresponding post test question.

2. Each question must correspond to a specific objective.

3. Questions must test the same type of student behavior stated in the specific objective. For example, if the objective states the student will identify correct sentence structure, a test question cannot validly ask the student to write a sentence using correct structure.

4. Total utilization of test questions which require recall should be avoided. Such test questions may ask the learner to list, discuss in writing, describe, etc. This does not mean total recall questions should not be used. They may be used effectively if mixed with multiple choice, matching, true-false and fill-in-the-blank questions.

5. Remember, a good test question is meant to evaluate the learner's knowledge. "Trick" questions provide no meaningful evaluation and should be avoided.

6. Lengthy tests, in terms of time, should also be avoided. Many youngsters have short attention spans and quickly lose interest in a long, involved test. Consequently, a lengthy test tends to evaluate the learner's attention span rather than his knowledge.

STUDY QUESTIONS

"ACTIVITIES AND EVALUATION"

For each of the following questions, decide whether the statement is true or false by circling the T for true or the F for false. Rewrite each statement you select as false so that it becomes true. Check your answers with those provided on pages 96-99 of this module.

T or F 1. Students usually retain more from a reading activity than from a discussion activity.

T or F 2. Each test question must correspond to a specific objective.

T or F 3. Reading, writing and listening activities should be totally avoided if possible.

T or F 4. The length of a test is not important.

For each of the following questions, choose the best answer by writing the correct letter in the space provided.

( ) 5. Student retention rate would be higher from

a. listening to a lecture
b. seeing and listening to a film
c. seeing a non-audio film
d. reading a story

( ) 6. Student retention rate would be higher fro

a. participating in a discussion
b. making something
c. listening to a cassette tape
d. reading a magazine

( ) 7. Which activity would allow for the best retention?

a. students watch demonstration on how to assemble a model airplane
b. students listen to a tape explaining how to assemble a model airplane
c. students read directions on how to assemble a model airplane
d. students working in pairs to assemble a model airplane

( ) 8. Which of the following test questions would be most appropriate for the specific objective, "the student will identify 5 duties of a police officer."

a. List 5 duties of a police officer.
b. Discuss, in writing, the duties of a police officer.
c. Circle each task listed below which would be a duty of a police officer.

EXPERIENCE ACTIVITY

"STEPS FOR PREPARING A LEARNING ACTIVITY PACKAGE"

The following steps are designed to provide a step by step assistance for developing a learning activity package. Each step should be completed and understood before proceeding.

Step 1- Determine the academic discipline and grade level for which the LAP will be developed, i.e., 9th grade general math, Algebra I, World History, U.S. Government, etc.

Sample provided is Americanism vs Communism.

My choice is _____.

Step 2- Narrow the academic area to a specific concept. The concept chosen should be specific and narrow enough to allow for systematic and thorough coverage in the LAP without making the package unnecessarily lengthy. For instance, a LAP on World War II would be too general; a particular aspect , such as a given battle, or a specific country's role, would readily lend itself to coverage in a LAP.

Sample provided is "Karl Marx and His Revolutionary Theory."

My choice is _____.

Use the worksheets provided on pages 48 and 49 to complete Steps 3 through 6.

Step 3- Fill-in "Package Title." The title should readily reflect the package contents. (See sample, page 47 of this module.)

Step 4- Complete statement #4 in the directions by filling-in the per cent criteria. (see sample, page 47 of this module.)

Step 5- Using the specific concept determined in step 2, develop a goal statement. Refer to the informational materials in Enabling Element I and the sample provided on page 47 whenever necessary.

Step 6- Develop the specific objectives from the goal statement. Refer to the informational material in Enabling Element II and the sample on page 47 whenever necessary. Following the process described below will facilitate this step.

a. Determine just how your goal is to be subdivided; in other words, what will the student need to know before he can accomplish this goal? It may be helpful to jot down a list of necessary "need to know" items. For example, if you are writing a package on Karl Marx and his theory, you may want the student to know the following:

1. vocabulary associated with Marx's theories
2. Marx's revolutionary theories
3. indepth research on related topics
4. capitalism's alternatives to Marx's theories
5. answers to miscellaneous questions on Marx's theories and personality

These items are objectives, but they are not yet specific objectives. In the vocational packages, these items or objectives are generated from the task detailing sheets.

b. Begin refining these rough objectives by deciding just what methods and materials will best aid the student in accomplishing the desired end. Take a look at each rough objective and gather material which will cover what you want the student to know. For example:

1. vocabulary associated with Marx's theories - you may look through history books, original writings by Marx, analyses of Marx's theories, etc., and choose words and terms which you feel the student should know
2. Marx's revolutionary theories - you may find specific chapters of textbooks, films, tapes, charts, etc., which will explain this to the student

3. indepth research on related topics - you may desire to assign specific topics to be explored by student or student groups through library research, etc.

4. capitalism's alternatives to Marx's theories - this might be approached through group discussion, individual research, reading of textbook chapters, study questions, etc.
5. answers to miscellaneous questions on Marx's theories and personality - you have many alternatives, but you perhaps you will decide the best method to do this would be simply to have the student answer questions using textbooks or his own background knowledge as resources.

c. Write the actual specific objectives based on the ideas developed in "b" above. Refer to the informational materials in Enabling Element II and the sample on page 47 whenever necessary. Use the form on pages 48 and 49. The columns to the left of the page will be explained in Step 12.

KARL MARX AND HIS REVOLUTIONARY THEORY

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. See instructor for pretest. Successful completion of the pretest will allow you to take the post test.

3. Complete the learning activities.

4. Complete the post test.

   A score of 80% is needed on the post test as evidence for the successful completion of this package.

II. Goal: To acquaint the student with Karl Marx, the theories he proposed and his role in the communist government.

III. Specific Objectives

The student will

1. efine in writing a given list of related terms.

2. demonstrate comprehension of an article on Karl Marx and his theories by completing, in writing, given selected activities.

3. research and write a one page report on a given related topic.

4. given problems facing workers of the United States, demonstrate an understanding of the measures taken to solve these problems by completing, in writing, a given related chart.

5. discuss, orally, teacher selected questions.

_____
(Package Title)

I. Directions

1. Read the entire package carefully. If you need help, see the instructor.

2. See instructor for pretest. Successful completion of the pretest will allow you to take the post test.

3. Complete the learning activities.

4. Complete the post test.

A score of _____% is needed on the post test as evidence for the successful completion of this package.

II. Goal: _____

_____

_____

III. Specific Objectives

Activity#	Pre-Test#	Post Test#	The student will

III. Specific Objectives cont.

Acti-Vity#	Pre Test# Voc. only	Post Test

Use the worksheets on pages 65 through 67 for Step 7.

Step 7- For each specific objective, construct at least one activity. This step is the most critical in the development of a LAP. An activity may relate back to more than one specific objective and conversely, one specific objective may, and this is suggested, have more than one corresponding activity. Remember, however, that multiple learning approaches are essential. (See "Activities," page 38 of this module.) Activities, materials and resources for the sample specific objectives are given on pages 51 through 64. Notice that A-V materials, reading, reinforcement study questions and worksheets are all used.

See the trainer before proceeding to Step 8.

IV. Activities, Materials and Resources

1. Using the dictionary, write definitions for the terms on pages 52 and 53 of this package.

2. Study carefully the definitions of the words you defined on pages 52 and 53 of this package. Then, read "Karl Marx and His Revolutionary Theory," pages 54 through 58 of this package.

3. Using the reading activity in #2 as a reference, do the completion activity on page 59 of this package.

4. Review the reading in activity #2 and complete the study sheet entitled, "The Life of Marx," page 60 of this package.

5. Complete the "Research Report" activity on page 61 of this package.

6. Read carefully the material entitled, "Problems of Workers," page 62 of this package and complete the exercise following this reading.

7. See instructor for aid in viewing the film, Challenge of Ideas, #12031 and the filmstrips, Karl Marx and Frederich Engels, and The Philosophy of Marxian Socialism (project library).

8. Complete the "Questions for Discussion" on page 64 of this package.

Study Sheet for Activity #1: Vocabulary

1. Karl Marx _____

2. revolution _____

3. barriers _____

4. radical _____

5. Das Kapital _____

6. Communist Manifesto _____

7. Fredrich Engels _____

8. slum _____

9. society _____

10. equality _____

11. instincts _____

12. challenge _____

13. influence _____

Study Sheet for Activity #1 cont.

14. liberal _____

_____

15. oppose _____

_____

16. fanatic _____

_____

17. capitalist _____

_____

18. proletariat _____

_____

KARL MARX AND HIS REVOLUTIONARY THEORY

Enclosure for Activity #2: Why Study Marx?

Karl Marx has often been called "the father of communism." To understand how the ideas of modern communism originated and grew, it is necessary for us to study this man whose teachings and writings have formed the basis of the ideology which challenges our democratic way of life.

The Times

During the Industrial Revolution of the 1840's, many people left their farms and country homes and moved to the city to work in the factories. When they reached the cities, they found that conditions were poor and life was hard. The people lived in slums and worked from sunrise to sunset in dusty factories.

Karl Marx realized that the working man's life was an unhappy one. He felt that to change this, it was necessary for the working class to seize power, take the factories away from their owners, and start a society in which all property would be owned by the state.

Marx expressed his ideas through his writings. In 1848 he and a friend, Fredrich Engels, wrote the Communist Manifesto. Marx and Engels hoped that the Manifesto would start a revolution of the workers all over Europe.

A revolution of this type did take place in the next century when the people of several European countries revolted and fought for liberty and equality. But, as we shall see, Marx theories about these revolutions did not prove true.

The Life of Marx

Marx was born in Germany in 1818. He was greatly influenced by his lawyer father who believed in the view that man is good by nature and becomes evil only when his better instincts are blocked by social, political, and religious barriers and other artificially created rules.

After a university education, Marx became the editor of a small German newspaper in 1841. He changed the paper from a liberal journal to a violently radical one - more opposed to the government than any other German publication. Finally, the German government banned the publication and Marx moved to France where he met Frederich Engels and together they wrote Communist Manifesto.

The French government eventually forced Marx to leave France. By this time Marx had decided to spend his life changing the world; this desire was to be the driving force throughout his life.

Enclosure for Activity #2 cont.

In order to fulfill his goal of world change, Marx decided to take the ideas of communism and socialism which had been developed much earlier in history and develop them in such a way that they would work.

Marx spent most of his later life in London where he wrote Das Kapital ("Capital") in which he attacked the terrible working conditions in the factories.

Marx's Theories

The Class Struggle Theory: One point in Marx's theories is the conflict between the working class and the owners. Marx believed that the world was divided into two groups --

1. "Capitalists" - who have things, and
2. "Proletariat" - who don't have things.

He prophesized that the living and working conditions of the "Proletariat" would get worse, and they would eventually rise up and conquer the "Capitalists."

The Labor Theory of Value: Marx believed that the value of anything is the number of hours it takes to make it, not what people are willing to pay for it. He was opposed to the huge profits that factory owners made.

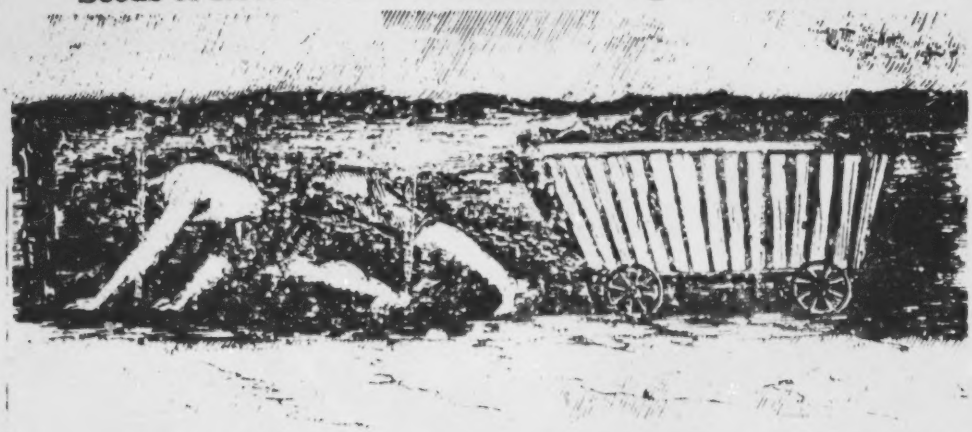
Working Class Rule Theory: Marx felt that revolution was inevitable, and that capitalism would destroy itself. He believed that the working-class majority would rule the capitalistic minority with a "police force" government to protect their property. In this new society, each person would work according to his ability and be given the things he needed in life.

Theory vs. Fact: History proved that Marx's theories did not work out as he had foreseen. Most of Marx's assumptions were wrong or oversimplified. Capitalism was destroyed only in Russia and China - two countries in which it never fully developed. There, capitalism was not destroyed by the working class, but by the actions of fanatics.

Marx felt that his ideas would give man more freedom. As it has turned out, Marx's followers used his ideas to enslave man.

Enclosure for Activity #2: SUMMARY

Seeds of Revolution: Inhuman Working Conditions



A WOMAN MINEWORKER crawls like a beast of burden, dragging a cartload of coal through a low, narrow passage. Marx argued that revolution was the only way to end such conditions. Instead the British, spurred by pictures like this, legislated mining reforms in 1842.

Marx wanted to do something to help the lot of the workingman--to change the inhuman working conditions brought about by the Industrial Revolution.

A CHILD WORKER is whipped by a foreman in a British cotton mill. Child labor was a major evil of early industrialization.

Marx preached that revolution and the overthrow of the capitalistic system was the only way to help the workers of the world. He put these ideas into a book called Communist Manifesto.

This manifesto opens with a dramatic announcement that "a spectre is haunting Europe - the spectre of Communism." It closes with a stirring and confident appeal --

> Let the ruling classes tremble at a communist revolution. The proletarians have nothing to lose but their chains. They have a world to win.
>
> Workingmen of all countries, unite!

Enclosure for Activity #2 cont.

... actually, the idea of "communism" as state ownership of everything goes back to the days of Plato, but much of the ideology of today's communists goes back to --

THE THEORIES OF KARL MARX

HE BELIEVED -

-- in MATERIALISM --
i.e., that all drives in life are based on material purposes.

-- that all HISTORY is just economics ---
that all political and Social institutions have a material base.

-- that the VALUE of anything is the number of hours it takes to make it, not what people are willing to pay for it.

Enclosure for Activity #2 cont.

MARX BELIEVED -	ACTUALLY -
-- that the world is divided into just "TWO GROUPS:" 1. "CAPITALISTS"--the "EXPLOITERS" (who <u>have</u> things), and the 2. "PROLETARIAT"--the "EXPLOITED" (who <u>don't</u> have things)	1. the Standard of living of workers in Europe and America got <u>better</u>---not worse.
	2. the "MIDDLE CLASS" didn't die out--it got bigger and bigger.
-- and the lot of the "PROLETARIAT" will get worse until they rise up and conquer the "CAPITALISTS" (and the "MIDDLE CLASS" will disappear)	3. the workers didn't rise up and revolt in any country and <u>VOLUNTARILY</u> demand communism. However, communistic governments were introduced in Russia, China, and Cuba by political leaders claiming that it was "for the good of the people."

Marx's motives were good - he wanted to help his fellowman. However, his good intentions were twisted to serve the ends of dictatorial leaders.

Study Sheet for Activity #3: Completion

Directions: Fill in the blanks with the correct word or words. Refer to pages 5 through 9 to aid you in completing this exercise.

1. The man whose teachings and writings form the bases of modern communistic ideology is _____ _____.

2. The population shifted from the _____ to the _____ during the 1840's.

3. Factory workers in the cities often lived in _____.

4. Karl Marx realized that the life of the workingman was an _____ one.

5. Marx believed it was necessary for the working class to seize power, take the factories away from their owners, and start a society in which the property belonged to the _____.

6. The _____ _____ was the publication written by Marx and Engels; they hoped this writing would begin a _____ of European workers.

Worksheet for Activity #4: The Life of Marx

Directions: Beside each definition, place the correct letter from the words listed below.

_____ 1. Man who influenced Marx through his belief in the basic goodness of man.

_____ 2. Together with Marx, he wrote the Communistic Manifesto.

_____ 3. This idea became the driving force in Marx's life.

_____ 4. The book in which Marx exposed the poor working conditions in the factories.

_____ 5. In Marx's theory this social class "have" things.

_____ 6. The working class which Marx felt would rise up against those people who "have" things.

_____ 7. Marx believed the true value of things could be measured by this.

_____ 8. Marx felt that this was inevitable and would lead to the rule of the working-class majority.

_____ 9. Capitalism was destroyed here by the actions of fanatics, not the working class.

_____ 10. Though Marx hoped his ideas would give man more freedom, they were really used for this purpose.

A. Nurber of hours necessary to make something

B. New Zealand

C. Capitalists

D. Das Kapital

E. Marx's father

F. Frederich Engels

G. To enslave man

H. Revolution

I. Proletariat

J. To change the world

K. Amount of gold something was worth

L. Russia and China

Study Sheet for Activity #5: Research Report

Choose one of the following topics and write a research report (at least one page in length). Use the library for reference materials.

Factory conditions - compare the conditions in factories in the early 19th century with those of today.

Friedrich Engels - prepare a short biography on Marx's friend. Tell why you think a wealthy man such as Engels would be interested in a philosophy which proposed taking away the wealth of the the rich.

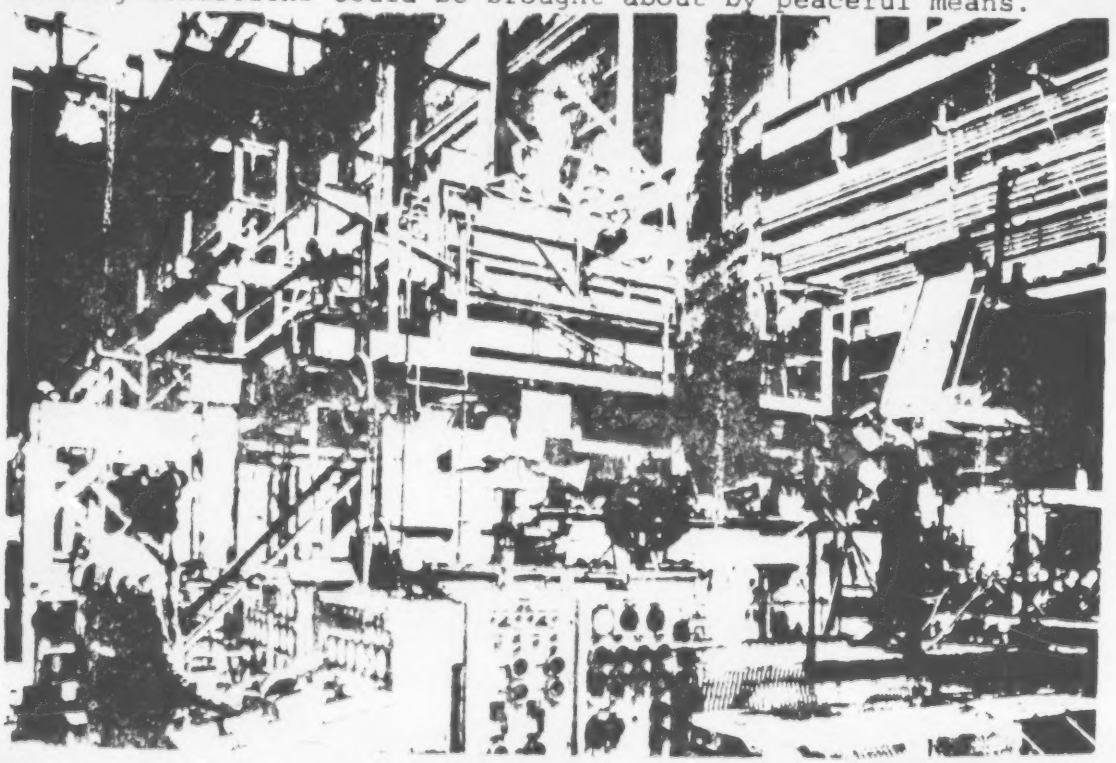
Brook Farm or New Harmony - Marx's idea of sharing the wealth and labor appealed to many types of men. Experimental colonies such as Brook Farm and New Harmony were founded to put these ideas into practice. Write a short history on either or both of these colonies and tell why you think such experiments were short lived.

Study Sheet for Activity #6: Problems of Workers

Marx said that workers must overthrow the capitalistic system to improve unsafe conditions in the factories.

In the 1880's and 1890's women and children worked in badly lighted, dirty, and crowded factories. The girls at left tend looms. The women above finish garments.

Workers in capitalistic countries proved that changes in working conditions could be brought about by peaceful means.



Worksheet for Activity #6: Problems of Workers

Marx believed that the worker's lot could not be improved unless the capitalistic system was crushed by revolution.

Capitalistic countries have proven that there are other ways to better the workingman's condition. To understand some of the measures taken in the United States, complete the following chart. Refer to pages 410-412 "The Problem of Labor" and pages 427-428, "Government and Labor," in Unit 6 of American History Study Lessons to help you complete the chart.

Problems of workers	Measures taken to solve these problems	Suggestions to further solve these problems
long hours and low wages		
child labor		
unemployment		
no income or jobs for the elderly		
injuries on the job		

Study Sheet for Activity #8: Questions for Discussion

Directions: Discuss the following in a group discussion, lead by the instructor.

1. Marx's personal life was one of great poverty - when his young daughter died, there was no money even for a coffin. Can you see how these personal circumstances may have inspired Marx to attack capitalists?

2. If Marx were alive today, what do you think his reactions would be to the progress the working man has made in the United States? Do you think he would change his views on the necessity of a workingman's revolt against the capitalists?

3. Marx's friend Engels was a wealthy man. Can you think of any reasons why he would fight for the rights of the poor? Can you think of any modern men who, though wealthy themselves, are concerned with bettering the lot of the less fortunate?

4. The term "Utopia" comes from a book written in the 1500's by an Englishman named Sir Thomas More. In his book he described a perfect community in which all people shared all the property. Discuss the drawbacks and benefits of such a community. Can you think of any such communities existing today? Do you think these ideas could work for everybody? Why or why not?

(PACKAGE TITLE)

IV. Activities, Materials and Resources

(PACKAGE TITLE)

Worksheet for Activity #

(PACKAGE TITLE)

Study Questions for Activity #

Use the worksheet on page 71 for Step 8.

Step 8- Develop the pretest. Constructing the pretest can take many different directions. However, it is absolutely essential that the pretest is able to determine whether or not the student needs to complete the LAP. If this is not accomplished, then the program cannot be successfully individualized. Notice in the directions on the "goal and specific objective" sample page, the statement is made in the second entry that successful completion of the pretest will allow the student to take the post test. The criteria for passing the pretest is stated in the pretest directions. (See sample pretest on pages 69 and 70 of this module.) If the student successfully completes the post test, then he apparently already has those skills which the package is designed to teach. Then it would be practically meaningless for him to complete the activities. In such a case, he moves on to the next LAP. If, of course, the student fails the pretest or passes the pretest and then fails the post test, he should complete the activities.

Refer to the information materials "Evaluation," page 41 of this module, whenever necessary.

See the trainer before proceeding to Step 9.

AMERICANISM VS. COMMUNISM
PACKAGE #2 - KARL MARX AND HIS REVOLUTIONARY THEORY

SOCIAL STUDIES
LEARNING ACTIVITY PACKAGE

A score of 80% is evidence of successful completion of pretest.

PRETEST NAME _____

1. Define the following terms:

   a. barriers _____

   b. liberal _____

   c. radical _____

   d. capitalist _____

   e. proletariat _____

   f. society _____

   g. fanatics _____

2. Identify the following men:

   a. Frederich Engels _____

   _____

   b. Karl Marx _____

   _____

3. Explain in your own words the conditions which inspired Marx to attempt to "change the world."

4. In 3 or 4 sentences, discuss Marx's theory of the value of things.

SOCIAL STUDIES

LEARNING ACTIVITY PACKAGE

PRETEST: cont. NAME _____

5. Discuss in two or three paragraphs the predictions Marx made concerning the class struggle between the capitalists and the proletariat. Tell whether or not these predictions proved true.

6. List 4 problems faced by the worker in the United States and explain what steps have been taken to solve each problem. Also, suggest any other steps which you feel would help to further improve such problems.

7. Explain briefly the historical development of Brook Farm.

_____
(PACKAGE TITLE)

_____
(ACADEMIC AREA)

PRETEST NAME _____

Use the worksheet provided on page 76 for Step 9.

Step 9- Construct the post test. Refer to the informational materials, "Evaluation," page 41 of this module, and the sample on pages 73 to 75, whenever necessary. Remember, each specific objective must have at least one corresponding post test question and each post test question must relate to a specific objective.

See the trainer before proceeding to Step 10.

AMERICANISM VS. COMMUNISM
PACKAGE #2 - KARL MARX AND HIS REVOLUTIONARY THEORY

SOCIAL STUDIES

LEARNING ACTIVITY PACKAGE

POST TEST: NAME _____

1. Define the following terms.

   a. revolution _____

   b. radical _____

   c. liberal _____

   d. fanatic _____

   e. capitalist _____

   f. proletariat _____

   g. instincts _____

2. Fill in the blanks with the correct word from the word list below.

Das Kapital	capitalists
Frederich Engels	hours
Karl Marx	enslave
Winston Churchill	city
country	gold coins

   a. The man who wrote the Communist Manifesto, the basis of modern communism, was _____ _____.

   b. During the Industrial Revolution, many people moved from the _____ to the _____.

   c. Marx believed the working class should revolt against the _____.

   d. Marx's friend and benefactor was _____ _____.

   e. _____ _____ was the book written by Karl Marx which exposed the terrible factory conditions.

SOCIAL STUDIES

LEARNING ACTIVITY PACKAGE

POST TEST: cont. NAME _____

2. f. Marx believed the true value of things could be measured by the number of _____ it takes to make something.

   g. Marx hoped his ideas would free man; actually they were used to _____ man.

3. In two or three paragraphs, summarize your research report.

4. Explain how the United States dealt with each of the following worker's problems.

   a. long hours and poor wages

   b. child labor

   c. lack of income for the elderly

   d. injuries received by workers on the job

AMERICANISM VS. COMMUNISM
PACKAGE #2 - KARL MARX AND HIS REVOLUTIONARY THEORY

SOCIAL STUDIES

LEARNING ACTIVITY PACKAGE

POST TEST: cont. NAME _____

5. Explain how Marx's own personal financial status may have influenced his writing.

6. Discuss in 2 or 3 paragraphs the advantages and disadvantages of communal living (communities in which everyone shares the wealth.)

7. In one or two paragraphs explain Marx's theory of class struggle.

_____
(PACKAGE TITLE)

_____
(ACADEMIC AREA)

POST TEST: NAME _____

Use the worksheet provided on page 79 for Step 10.

Step 10- The next step in developing the LAP is writing the evaluation checklist. The use of this checklist will be discussed in Enabling Element V. To complete the checklist, simply rewrite each specific objective as a positive statement. See sample provided on page 78 of this module.

AMERICANISM VS. COMMUNISM
PACKAGE #2 - KARL MARX AND HIS REVOLUTIONARY THEORY

SOCIAL STUDIES

LEARNING ACTIVITY PACKAGE

EVALUATION NAME_____

The student can	Date Completed	Initial
1. define in writing a given list of related terms.	_____	_____
2. demonstrate comprehension of an article on Karl Marx and his theories by completing, in writing, given selected activities.	_____	_____
3. research and write a one page report on a given related topic.	_____	_____
4. given problems facing workers of the United States, demonstrate an understanding of the measures taken to solve these problems by completing, in writing, a given related chart.	_____	_____
5. discuss orally teacher selected related questions.	_____	_____

_____
(PACKAGE TITLE)

_____
(ACADEMIC AREA)

EVALUATION NAME_____

The student can Date Completed Initial

Step 11- The next step in completing your LAP is designing a cover. The following should be included :

a. School Name

b. LAP Title

c. Academic Area

d. LAP Number (If part of a series)

e. A place for the student's name

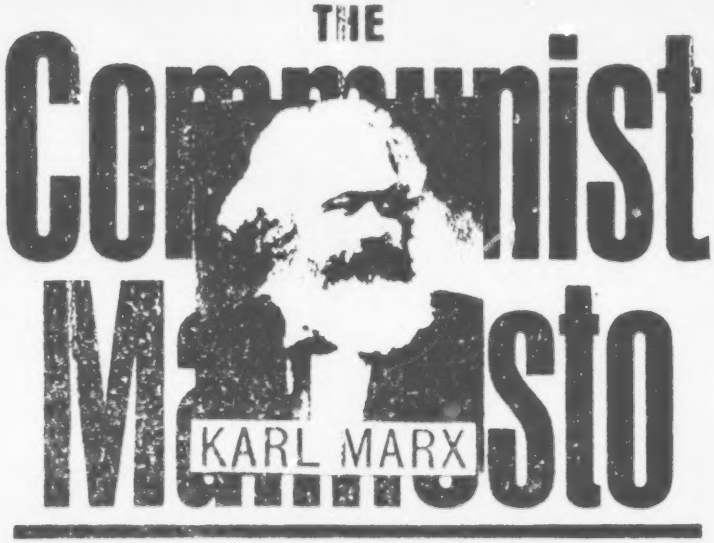
f. An "Eyecatcher"

A sample cover is provided on page 81 of this module.

WYMORE VOCATIONAL TECHNICAL CENTER

AMERICANISM VS. COMMUNISM

PACKAGE #2 - KARL MARX AND HIS REVOLUTIONARY THEORY



SOCIAL STUDIES

NAME _____

LEARNING ACTIVITY PACKAGE

INITIAL DEVELOPMENT

BY

JUNE POWELL

PATRICIA ARREDONDO

Step 12- This step is the checking and final step in the LAP developmental process. In order to complete this step, you will need the "goal and specific objectives" page developed in Step 1.

First, check the "Directions" to be sure you are satisfied. If not, change them accordingly. Show any changes to the trainer.

Second, using the vertical columns on the left-hand bottom part of the page, check that each specific objective has at least one activity, one pretest question and one post test question. Simply enter the number of the activity, pretest question or post test question in the appropriate column beside the corresponding specific objective.

If any specific objective does not have the necessary corresponding activity, pretest question or post test question, then the missing component should be added.

Step 13- In order to assimulate your LAP, follow the outline below.

1. Cover (Step 11)
2. "Goal and Specific Objectives" page (Steps 4-6)
3. "Activities, Materials and Resources" page (Step 7)
4. "Worksheets," "Study Questions," etc. (Step 7)
5. "Pretest" (Step 8)
6. "Post Test" (Step 9)
7. "Evaluation Checklist" (Step 10)

PRE-ASSESSMENT AND DIAGNOSTIC SELF-TEST

ENABLING ELEMENT V

"Using Individualized Materials"

DIRECTIONS:

On this page are several questions which correspond to the objective of this enabling element. After completing the test items, check your answers with those provided on the sheet immediately following the questions.

Identify each of the following statements as either true (T) or false (F) by circling the correct letter. Rewrite each statement you select as false, so that it is true.

T or F 1. Individualized instruction allows the student to move at his own pace according to his particular abilities.

T or F 2. An individualized program has no place for group activities.

T or F 3. The management of an individualized program can be effectively facilitated by allowing students to work in pairs or small groups.

T or F 4. The transition from the traditional to the individualized approach requires no great teacher changes, only student.

ANSWER SHEET

PRE-ASSESSMENT AND DIAGNOSTIC SELF-TEST

ENABLING ELEMENT V

QUESTION	CORRECT ANSWER
1.	T
2.	F
3.	T
4.	F

INTERPRETATION

If you correctly answered all 4 questions, it is not necessary that you complete Enabling Element V, though it will reinforce your skills in this area.

If you did not correctly answer all 4 questions, you should complete Enabling Element V.

ENABLING ELEMENT V

OBJECTIVE

The objective of this enabling element is: "You will, given classroom problem situations involving individualized instruction, identify possible solutions."

INSTRUCTIONAL ACTIVITIES

Activity 1. Read and study, "Using Individualized Materials," pages 86 through 89.

Activity 2. Complete the related study questions on page 90 of this module.

"USING INDIVIDUALIZED MATERIALS"

Using individualized instruction (LAPs), requires some changes in classroom methods. Since individualized instruction allows the student to move at his own pace according to his particular abilities, it allows him to gain self-reliance; it also necessitates that the instructor assume the additional role of manager and director.

Individualized instruction prods the student to plot his own course, while the instructor acts as a guide to insure the course is a fruitful one.

The following suggestions are designed to aid the instructor in his new role as classroom manager and director.

1. For activities involving discussions, films, speakers, field trips or demonstrations by instructor, group participation is often necessary. In such cases, the instructor should simply stop individual work on LAPs and proceed with group activities. If necessary, students may be briefly refreshed at the appropriate time on content of demonstration, film, etc., either by teacher, fellow student or printed outline of material covered.

   If available, a resource center containing films, tapes, etc., could also be utilized to allow the student who has missed a group film showing, etc., to "catch up" individually.

2. Teachers often find themselves swamped with students clamoring to have activities checked, evaluation sheets signed, etc.

   A good method for avoiding this is to design a "Key" for each LAP (or at least for those activities where a "Key" method would be plausible), allow the student to grade his own LAPs and, if desired, complete his own evaluation sheet.

This method has the advantage of allowing the student to see why he has "missed" a particular question. Seeing the correct answer will force him to re-evaluate his thinking and, thus, enhance the learning process. If he does not understand a particular answer, he has this opportunity to discuss it with the instructor and correct his thinking before taking the post test.

Secondly, by completing his own evaluation sheet, the student gains a sense of accomplishment as each activity is checked off and he evaluates his progress and recognizes any weak areas.

Of course there is the problem of the dishonest student who copies the "Key." The solution to this problem is to design a post test which is comprehensive enough to cover all material within a package. This post test is then graded by the instructor. At this time the student who has cheated in package completion will be exposed and can be instructed to redo the package's activities. This procedure shifts the responsibility for proper completion of LAPs to the shoulders of the student, eliminating irritating and unnecessary prodding by the instructor.

HINT: It is a good idea to establish a permanent area for use of the "Key" to avoid its being misplaced.

3. One classroom procedure which avoids a great deal of confusion and use of teacher time is the development of a good filing system.

It is a good idea to use a filing cabinet (boxes will do) to hold all LAPs, Keys, Supplemental material, etc., to be utilized by students. Label these clearly to allow the students to get materials as they are needed. This will eliminate the necessity of interrupting the teacher each time a resource is needed.

HINT: If desired, students can be required to sign for materials on a sign out sheet.

A file folder should be maintained for each student. Evaluation checklists, indicating successful completion of stated objectives, should be faithfully filed in this folder. Pretests and post tests may also be included as a part of the student's file.

4. A record should be made charting student progress in the completion of LAPs. The following example might be employed:

		LAP #1	LAP #2	LAP #3
Student's Name	Date Completed:			
	P.T. grade:			
	COMMENTS:			
" " "	" "			
" " "	" "			

5. Students often learn best by working in teams; pair or group students and allow them to work together whenever practical. Let brighter students help slower ones.

   If a student reaches an activity which requires a partner (role playing, etc.), ask if any other students in the class are about ready for the particular activity -- if so, let those students work together. If a student appears to be either far ahead or far behind in his activities, it may become necessary for the instructor to be the "Partner."

6. It might be helpful to post a printed list of class procedures and include the locations of various materials incorporated in LAPs.

7. If a few students are moving far ahead of the class, you may wish to design supplemental packages which go into greater depth on the subject being studied, or include "enrichment" activities within regular packages to be done by those who have exceptional capabilities.

8. Where the team approach is utilized and the student uses the same package in a number of classes, it is often wise for the teacher or teacher's aide to collect and distribute packages to avoid loss.

Though it does involve some changes in methods and philosophy, the individualized LAP approach has many advantages and great potential for meeting the needs of all learners. Through implementation of the above suggestions and additional ideas of your own, you will find it a rewarding and exciting teaching experience.

STUDY QUESTION

Using your most recent experience as a classroom teacher, discuss in the space below anticipated problems you might have and possible solutions to implementing an individualized program. Consider in your answer, each of the following:

1. student attitude and maturity
2. teacher attitude and flexibility
3. facilities
4. administrator's attitude

POST ASSESSMENT

1. For each of the following concepts write a goal statement. Use the space provided.

   a. teaching occupational specialists to identify potential early school leavers.

      Goal Statement:

   b. instructing students in adding fractions.

      Goal Statement:

   c. providing elementary students with information on careers in education.

      Goal Statement:

2. For each goal written in question 1, identify the behavior domain or area, psychological object(s) and program variable.

   a. behavior domain or area _____

      psychological object(s) _____

      program variable _____

   b. behavior domain or area _____

      psychological object(s) _____

      program variable _____

c. behavior domain or area _____

psychological object(s) _____

program variable _____

3. Identify each of the following specific objectives as either appropriate (A) or inappropriate (I) by circling the correct letter. For each specific objective you select as inappropriate, rewrite the statement so it is appropriate.

A or I a. The student will become aware of the trucking industry.

A or I b. The student will spell a given list of related terms with 90% accuracy.

A or I c. The student will identify improper verb usage in given sentences.

A or I d. Given a blank organizational chart, the student will correctly fill-in the blanks with 80% accuracy.

4. For each specific objective given or rewritten in question 3, identify the expected student behavior, conditions and criteria.

a. expected student behavior _____

_____

conditions _____

_____

criteria _____

_____

b. expected student behavior _____

_____

conditions _____

_____

criteria _____

_____

c. expected student behavior _____

_____

conditions _____

_____

criteria _____

_____

d. expected student behavior _____

_____

conditions _____

_____

criteria _____

_____

5. Complete each statement by filling-in the blank.

   a. In a LAP, for each specific objective there must be at least one corresponding _____.

   b. In a LAP, each activity must be related to _____.

   c. In a LAP, each test question must be related to a _____.

   d. A _____ is a statement of general instructional intent.

   e. _____ are the actual things a student must do in order to meet the stated specific objectives.

   f. In a well developed LAP, each of the five major components _____.

   g. _____ are statements of exact instructional intent.

6. For each of the following questions, choose the best answer by writing the correct letter in the space provided.

( ) a. Student retention rate would be higher from

   a. reading a story.
   b. listening to a lecture.
   c. seeing a non-audio film.
   d. making something.

( ) b. Student retention rate would be higher from

   a. reading a magazine.
   b. participating in a discussion.
   c. listening to a cassette tape.
   d. listening to a lecture.

( ) c. Which activity would allow for the best retention?

   a. watching a demonstration
   b. reading directions on how to make a bookcase
   c. listening to a tape explaining how to make a bookcase
   d. working in a group actually making a bookcase

( ) d. Which of the following test questions would be most appropriate for the specific objective, "The student will list at least three advantages of being a truck driver?"

a. Discuss in writing the advantages of being a truck driver.
b. List at least three advantages of being a truck driver.
c. Identify from a given list, those advantages related to being a truck driver.
d. List at least five advantages of being a truck driver.

( ) e. A properly constructed post test

a. tests each specific objective.
b. tests the same type of student behavior.
c. utilizes a great deal of total recall questions.
d. considers the attention span of the learner.
e. a and b only
f. a and d only
g. a, b and d only
h. a, b, d and d

( ) f. Individualized instruction

a. allows the student to move at his own pace according to his particular abilities.
b. excludes group activities.
c. necessitates changes in teacher time utilization and planning.
d. a and b only
e. a and c only
f. b and c only
g. a, b and c
h. neither a b nor c

ANSWER KEY FOR SELECTED STUDY QUESTIONS

STUDY QUESTIONS, ACTIVITY 1
ENABLING ELEMENT I
Pages 10 to 13

I. A. "health occupations student" - p.o.
"identify" - b.d.
"types of blood" - p.v.

B. "Occupational Specialist" - p.o.
"secure" - b.d.
"job placements for students" - p.v.

C. "student's" - p.o.
"divide" - b.d.
"whole numbers" - p.v.

D. "teacher" - p.o.
"writing" - b.d.
"test questions" - p.v.

E. "student" - p.o.
"identify and use" - b.d.
"small hand tools" - p.v.

II. A. 1. b.d. "ability to utilize"
2. p.o. "auto mechanic"
3. p.v. "modern tuning techniques"

B. 1. b.d. "read"
2. p.o. "food service student"
3. p.v. "recipe"

C. 1. b.d. "fundamentals of grading"
2. p.o. "teacher"
3. p.v. "tests"

D. 1. b.d. "recognize"
2. p.o. "student"
3. p.v. "proper nouns"

E. 1. b.d. "awareness, knowledge and appreciation"
2. p.o. "elementary students"
3. p.v. "career of a police worker"

III. Examples

A. To develop in the student the ability to write whole numbers.

B. To assist the occupational specialist . learning to assess guidance services.

C. To develop in elementary students an awareness of careers in mechanics.

D. To provide salesmen with the necessary skills in utilizing new sales techniques.

E. To develop in teachers the ability to utilize positive classroom techniques.

STUDY QUESTIONS, ACTIVITY 1
ENABLING ELEMENT II
Pages 20 to 22

I. a. expected student behavior - "match each word with its definition"

conditions - "given a word list"

criteria - "no more than 3 errors"

b. expected student behavior - "list 5 duties of a police officer"

conditions - "none given"

criteria - "with 80% accuracy"

c. expected student behavior - "spell in writing"

conditions - "given list of words"

criteria - "with 80% accuracy"

d. expected student behavior - "match each activity with the correct position"

conditions - "given a list of job activities"

criteria - "with 95% accuracy"

e. expected student behavior - "list 5 situations in which a police officer would be needed"

conditions - "none given"

criteria - "list 5" (This indicates if 5 or more are listed, the objective is met.)

II. a. I "The student will spell a given list of words with 70% accuracy.

b. A

c. I "The student will divide a given number of fractions without error.

d. A

e. I "Given a blank U.S. map, the student will label the states with no more than 4 errors.

STUDY QUESTIONS, ACTIVITY 2
ENABLING ELEMENT II
Pages 24 to 25

I. Acceptable verbs - a, c, d, e, h, k, l, o, p, q, t.

II. a. I "The student will, given a list of terms related to government, discuss in writing their significance.

b. A

c. I "The student will list at least 5 values of first aid training with 75% accuracy.

d. A

e. A

STUDY QUESTIONS, ACTIVITY 1
ENABLING ELEMENT III
Pages 32 to 33

1. T	4. T	7. T	9. F
2. F	5. T	8. F	10. T
3. F	6. T		

#2 reworded: "Specific objectives are derived from the goal."

#3 reworded: "For each specific objective in a LAP, there must be at least one corresponding activity."

#8 reworded: "The goal acts as the point of departure for a LAP."

#9 reworded: "A post test question must request the same type of student behavior as stated in the specific objective."

STUDY QUESTIONS, ACTIVITY 3
ENABLING ELEMENT IV
Pages 42 to 43

1. F	3. F	5. b	7. d
2. T	4. F	6. b	8. c

#1 reworded: "Students usually retain less from a reading activity than from a discussion activity."

#3 reworded: "Reading, writing and listening activities should not be the sole type of activities offered."

#4 reworded: "The length of a test is important."

ANSWER KEY FOR POST ASSESSMENT

1. Example Answers

   a. "To provide occupational specialists with the necessary skills for identifying potential early school leavers."

   b. "To develop in the students the ability to add fractions."

   c. "To develop in elementary students an awareness of careers in education."

2. Answers vary according to responses to question number 1.

3. a. I
   b. A
   c. I
   d. A

4. Answers will vary.

5. a. activity - post test questions - pretest questions

   b. a specific objective

   c. a specific objective

   d. goal

   e. activities

   f. interact

   g. specific objectives

6. a. d
   b. b
   c. d
   d. b
   e. g
   f. e